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ABSTRACT

This competency-based preservice home economics teacher education module on life style characteristics of economically depressed areas is the second in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) values and goals, (2) environmental and economic influences, (3) cultural and social influences, and (4) influences of mass media. Each unit includes a unit objective and overview and suggested activities. This module also contains a list of suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ECONOMICALLY DEPRESSED AREAS STRAND:

CORE

MODULE III-A-2 LIFE STYLE CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS

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1978

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CE 019 951

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NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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LIFE STYLE CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS

Module Objectives

The MATCHE student will be able to describe the identifiable characteristics of various cultures or ethnic groups from economically depressed areas; how social, cultural and economic factors influence these individuals and families; and state the implications this information has for program or curriculum development in consumer and homemaking education.

Module Overview

Poverty knows no discrimination, touches all cultures, ethnic groups, religious backgrounds, and all age levels.

Persons living in barrios, ghettos, inner-city slums, or rural depressed areas reside in an environment of substandard housing, broken homes, hunger, malnutrition, debts, alcoholism, drug addiction, unemployment, and high rates of crime. Their values and goals, life styles, language, dress, child rearing practices, and humor may be different from those of other groups and cultures. The economically depressed are caught up in a web of interrelated problems in the domain of the family and community, health, housing, education, transportation, and the law which tend to produce varying degrees of immobility.

These broad characteristics do not contain enough information upon which meaningful programs can be developed to assist persons in EDAs. To determine how social, cultural, and economic factors influence families in EDAs, you need to communicate and work with the people in the area.

In order to assist you in gaining the specific information you need to develop meaningful programs in consumer and homemaking education, this module has been divided into the following units:

Unit 1: Values and Goals

Unit 2: Environmental and Economic Influences

Unit 3: Cultural and Social Influences

Unit 4: Influences of Mass Media

UNIT 1

VALUES AND GOALS

Objective

After working with individuals or families in an EDA, the MATCHE student will be able to present a verbal correlation of the value systems of persons in an EDA with those of a middle-class area.

Overview

If you are to become psychologically and sociologically prepared to develop meaningful and relevant consumer and homemaking programs for pupils in EDAs, you must be attuned to their attitudes, goals, and value orientation. It would be difficult to make an accurate, broad generalization about the goals and values of persons in EDAs. Attitudes, goals, and values differ among individuals, families, and communities.

In this unit, you will have an opportunity to conceptualize about characteristics and conditions that are unique to the various groups which populate EDAs, and how these characteristics influence and are reflected in the attitudes, educational achievement, and social and vocational aspirations of youth and families from these diverse groups.

One of the many challenges confronting the educator today is meeting the needs of the EDA student. The educator must examine his or her own attitudes, as well as those of the EDA student/resident. It is imperative to explore the framework of values which might explain the characteristics of the EDA resident/student and help the teacher see beyond overt behavior to attitudes and beliefs underlying such behavior patterns.

Suggested Activities

1. Read the following two articles:

   a. Sasse, Connie R. "The Value Orientation of the Lower Socio-Economic Class with Some Implications for Teachers," Illinois Teacher, 12 (Winter 1968-69).

   b. Duhl, Leonard J., and Antonia Handler Chayes. "Individual, Family and Community," Journal of Home Economics, 56 (October 1964), 579-585.

2. Select from the following resources additional reading:

Chilmian, Catherine S. "Child Rearing and Family Life Patterns of the Very Poor: Implications for Home Economics," Working with Low-Income Families, American Home Economics Association Publications, 1965.

Cirino, Robert. Don't Blame the People. Los Angeles: Diversity Press, 1971.

Harrington, Michael. The Other American. Baltimore: Penguin Books, 1963.

Mathews, Lillian B. "Improving the Self-Image of the Socially Disabled," Journal of Home Economics, 67 (May 1975).

Sailor, Patricia, and Wilma Crumley. "Self-Image: How Do the Poor See Themselves?" Journal of Home Economics, 67 (May 1975).

3. With information gleaned from your readings, contribute to a class discussion of the following:

What are the characteristics of the EDA student/resident which require changes in teacher preparation for working effectively with EDA students? Examples are:

a. Language and communication skills.
b. Family relationships and peer groups.
c. Attitudes toward the world of work.
d. Attitudes toward authority: parents, teachers, civic leaders, employers.
e. Strengths which should be exploited (developed?).
f. Attitude toward health.
g. Vocational aspirations.
h. Social aspirations.

UNIT 2

ENVIRONMENTAL AND ECONOMIC INFLUENCES

Objective

After research and study from an instructor-selected list of current books and articles describing the characteristics and environment of both urban and rural youth and families from EDAs, and after personal investigation of an EDA, the MATCHE student will be able to accurately analyze and report on conditions both economic and environmental that are unique to the community.

1. Urban
2. Rural
3. Migrants
4. The Elderly

Overview

All of the pupils you encounter in the classroom will exhibit characteristics and traits influenced and shaped by their environment--home, community, and school. It will be helpful for you to know something about the environment which has such a profound influence on your pupils. This is particularly true in EDAs, where teachers must earn the acceptance of their pupils and their families in order to provide meaningful assistance toward offsetting the debilitating effects of poverty, neglect, and cultural or linguistic isolation.

Everyone has basic physical, emotional, and psychological needs. What separates the poor in an EDA from the rest of the people in the community is the degree to which they are able to satisfy these needs. The struggle to live on a low income becomes a matter of survival and long-range planning is rarely possible because of lack of funds. This also often hampers any kind of mobility.

This unit will give you an opportunity to learn about the economic and environmental factors which influence families in EDAs, and how these factors affect their development, motivation, education, and attitudes.

Suggested Activities

1. Form into groups of four. Each group member will choose one of the four areas to research. Following is a suggested reading list. Add at least two references from current books and periodicals.

A. Urban:

Hag. Mahbub VI, The Poverty Curtain. Columbia University Press, 1976.

Hause, Gail. "Divorced Women: How They Fare Financially," Focus on Families. Washington, D.C.: American Home Economics Association, 1977.

Hungerford, Nancy, and Beatric Paolucci. "The Employed Female Single Parent," Journal of Home Economics, 69 (October 1977).

Jeffers, Camile. Living Poor. Ann Arbor Publishers, 1967.

Metzen, Edward. "No Growth Economy," Journal of Home Economics, 67(November, 1975).

Novak, Michael. The Rise of the Unmeltable Ethnics. New York: Macmillan, 1972.

Rainwater, L., and others. Behind Ghetto Walls: Life in a Federal Slum. Chicago: Aldine Publishing, 1970.

Valentine, Charles A. Culture and Poverty: Critique and Counter Proposal. Chicago: University of Chicago Press, 1970.

Williams, Jeanne S. "Determinants of the Homemaker's Perception of the Severity of Financial Problems among Disadvantaged Female-Headed Families." Unpublished Doctoral Dissertation, Dept. of Home Economics, University of Illinois, 1976.

B. Rural:

Bagidikian, Ben H. In the Midst of Plenty. New York: Signet, 1964.

Thomas, George Roger. Poverty in the Non-Metropolitian South. University of Georgia Press, 1972.

C. Migrant:

Taylor, Ronald B. Sweatshops in the Sun. Boston: Beacon Press, 1973.

"The Plight of the Migrant Worker," Fresno Bee. Thursday, December 3, 1970.

D. Elderly:

Focus on Aging. Selected articles from the Journal of Home Economics. Washington, D.C.: American Home Economics Association Publications, 1977.

E. Teaching Aids:

Campbell, Sally R. Age of Adaptation. In cooperation with the Consumer Information Services of Sears, Roebuck and Company, Chicago, 1971.

Consumer Education for Families with Limited Incomes. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education, 1971.

Read, Marsha H. "Tuning in to the Community," Journal of Home Economics, 66 (May 1974).

Contribute to a group discussion in which the differences and similarities in environmental and economic factors are listed and understood.

2. Field trip: working in groups of two or three, contact a governmental agency which services one of the four areas listed below. (Each two or three students contact a different agency.) Arrange for a guided tour of one area of poverty. During the tour, jot down observations of the following:

a. housing
b. sanitation facilities
c. education facilities (school buildings)
d. shopping facilities
e. recreation facilities
f. health facilities (clinics, doctor's offices)
g. transportation facilities
h. restaurants
i. cleanliness of private yards and streets
j. job opportunities in the area (factories, motels, etc., where residents might work)
k. used and new furniture stores

Also, before going on the tour, review the following questions to be kept in mind during the tour. Record answers during or immediately after the tour.

a. What educational opportunities are available (regular school, adult school)?
b. Do residents take advantage of opportunities that are available?
c. Look at the physical state of the shopping facilities, e.g., the grocery store front, the atmosphere of the store itself (compare the cost of five previously selected items from the grocery shelf).
d. What recreational facilities are available, e.g., movies, bowling?

e. What types of restaurants are available? What are their standards of sanitation?
f. What would your attitude toward the "outside" world be if you were confined to this area? What would your attitudes be toward yourself and toward society?

Suggested agencies to contact:

Urban:

Local Housing Authority
USDA Extension Service or director of an ENEP program
Welfare agency
Parks and recreation
Mental Health Association

Rural:

Extension Service
Welfare agency

Migrant:

Economic Opportunities Commission
Migrant Education Division of County School District

Elderly:

Older American Organization
Commission on Aging

After completing the tour and recording answers to the questions, share observations with class members.

a. How do your observations coincide with your readings?
b. How do they differ?

UNIT 3

CULTURAL AND SOCIAL INFLUENCES

Objective

After investigating a particular area or community designated as economically depressed, the MATCHE student will be able to identify at least three minority or culture groups within that area, describe at least five cultural traits of each group, explain the implications of these social and cultural patterns to consumer and homemaking education, and suggest how the instructional program can be adapted to accommodate these traits.

1. Blacks
2. Orientals
3. Chicanos
4. American Indians
5. Puerto Ricans/Cubans
6. Appalachian Whites

Overview

As a teacher of consumer and homemaking education, you should be competent in your subject area, familiar with modern methods of instruction, and able to communicate with your pupils. In dealing with pupils from EDAs awareness, empathy, sensitivity to the unique needs of each pupil, and the ability to relate to each may be more significant than your knowledge of subject matter or teaching skills in terms of their gaining confidence in their abilities to achieve and experience success.

This unit will give you an opportunity to increase your awareness of the personal, family, community, social, and cultural patterns of individuals and families from the different groups represented in an EDA.

Suggested Activities

1. To facilitate an orientation to the uniqueness of individual cultural groups, read one or two references for each group, or each class member select one cultural group to research, and share your findings with other class members.

   Key questions for discussion:

   a. What are the traditional characteristics of heritage that are unique to each culture?

b. What are the differences and similarities in their value orientation to the special problems studied in Unit 1.

c. What are the differences and similarities of family structure and social and cultural patterns of these groups?

Suggested readings:

A. Blacks:

Angelou, Maya. I Know Why the Caged Bird Sings. New York: Bantam Books, 1970.

Fairbairn, Ann. Five Smooth Stones. New York: Bantam Books, 1968.

Schulz, David A. Coming up Black. Prentice Hall, A Spectrum Book, 1969.

Scott, Patricia Bell. "Teaching About Black Families Through Black Literature," Journal of Home Economics, 68 (March 1976).

B. Orientals:

Kung, S. W. The Chinese in American Life. Seattle: University of Washington Press, 1962.

Wong, Jade Snow. Fifth Chinese Daughter. New York: Harper and Row, 1950.

C. Chicanos:

United States Department of Agriculture. Low-Income Families in the Spanish Surname Population of the Southwest. Economic Research Service, Economic Report, Number 112. Washington, D.C.: Government Printing Office.

Ludwig, Ed, and James Santibanez (eds.). The Chicanos: Mexican American Voices. Maryland: Penguin Books, 1972.

Vasquez, Richard. Chicano. New York: Avon Books, 1970.

D. American Indians:

Baylor, Byrd. Yes is Better than No. New York: Charles Scribner 1977.

Hannum, Alberta. Paint the Wind. New York: Viking Press, 1963.

Hannum, Alberta. Spin a Silver Dollar. New York: Viking Press, 1958.

Film

"Sometimes We Feel"--A young Indian tells of the proud history of his people and explains how they are now reduced to a life of sorrow, poverty, and neglect on their reservation. Distributed by Barr Productions, Inc.

E. Puerto Ricans and Cubans:

Lewis, Oscar. "A Mother and Son in Puerto Rico," Harper's Magazine, (December 1965).

Lewis, Oscar. "Portrait of Gabriel," Harper's Magazine, (January 1966).

Lewis, Oscar. "The Culture of Poverty," Scientific American, 215 (October 1966), 19-25.

F. Appalachian Whites:

Couto, Richard A. Poverty, Politics and Health Care: An Appalachian Experience. New York: Praeger, 1975.

Ford, Thomas R. "Value Orientation of Poverty: The Southern Appalachian Case." Working with Low-Income Families. Proceedings of American Home Economics Association workshop. Washington, D.C.: American Home Economics Association, 1965.

Marshall, Catherine. Christy. New York: Avon Books, 1969.

2. Working through the local schools, arrange for groups of two or three students to visit representative families in one of the minority groups. (Each two or three students visit a different minority group and share observations with the class).

When visiting the family initiate a discussion with one of the following questions or statements:

a. In our home economics classes we are trying to learn more about different cultures. We wonder if you had any recipes you would share with us.

b. We wonder if any of your children have taken home economics classes? What kinds of experience would you like them to have in a home economics class?

Observe the following if possible:

a. housing
b. sanitation and cleanliness
c. isolation or grouping of some cultural groups
d. openness and ease of communication
e. language skills
f. relationship between parent and child

UNIT 4

INFLUENCES OF MASS MEDIA

Objective

The MATCHE student will be able to describe the effects of mass media (newspapers, magazines, radio, television, movies) on the goals and values of a family in an EDA in relation to its degree of isolation with the larger community, and will be able to give examples of how mass media affect the family's life style.

Overview

Persons in some EDAs tend to stay within their immediate environment because of lack of transportation. They remain unfamiliar with areas outside their own. They are generally isolated from the variety of stores and recreational and cultural facilities which most people take for granted. At the same time, they are exposed to the same mass media--newspapers, magazines, radio, television, and movies.

This unit will give you the opportunity to determine the effects that mass media have on individuals and families who reside in EDAs.

Suggested Activities

Choose one of the following to help determine how families in an EDA are influenced by the media.

1. Through the local chapter of FHA, sponsor a paper drive in an EDA neighborhood. Separate the collection into newspapers, magazines, and food wrappings.

   a. How many different newspapers are subscribed to?
   b. What types of magazines are found in the homes?
   c. Are convenience foods and expensive, well-known brands of foods used by residents?

   Report your findings to the class. Do these findings indicate influence by the media? If the variety is small, does this indicate some other source of influence? How many homes have TV?

2. In cooperation with the local grocery store in an EDA, conduct a market basket survey (in groups of two) of foods bought by customers (EDA residents).

   a. Observe the types of items purchased:

      - convenience food
      - canned
      - fresh meat (steak, hamburger)

   b. Observe name brands:

      - highly advertised versus less expensive "house brands"

   Share your findings with the class.

Suggested Resources

Angelou, Maya. I Know Why the Caged Bird Sings. New York: Bantam Books, 1970.

Bagdikian, Ben H. In the Midst of Plenty. New York: Signet Books, 1964.

Baylor, Byrd. Yes is Better than No. New York: Charles Scribner, 1977.

Campbell, Sally R. Age of Adaptation. In cooperation with the Consumer Information Services of Sears, Roebuck and Company. Chicago, 1971.

Chilmian, Catherine S. "Child Rearing and Family Life Patterns of the Very Poor: Implications for Home Economics." Working with Low-Income Families, American Home Economics Association, 1965.

Cirino, Robert. Don't Blame the People. Los Angeles: Diversity Press, 1971.

Consumer Education for Families with Limited Incomes. Lubbock, Texas: Texas Tech University, College of Home Economics, Department of Home Economics Education, 1971.

Couto, Richard A. Poverty, Politics and Health Care: An Appalachian Experience. New York: Praeger, 1975.

Duhl, Leonard J., and Antonia Handler Chayes. "Individual, Family and Community." Journal of Home Economics, 56 (October 1964).

Fairbairn, Ann. Five Smooth Stones. New York: Bantam Books, 1968.

Focus on Aging. Selected articles from the Journal of Home Economics. Washington, D.C.: American Home Economics Association, 1977.

Ford, Thomas R. "Value Orientation of Poverty: The Southern Appalachian Case." Working with Low-Income Families. Proceedings of American Home Economics Association workshop. Washington, D.C.: American Home Economics Association, 1965.

Hag, Mahbub VI. The Poverty Curtain. Columbia University Press, 1976.

Hannum, Alberta. Paint the Wind. New York: Viking Press, 1963.

Hannum, Alberta. Spin a Silver Dollar. New York: Viking Press, 1958.

Harrington, Michael. The Other America. Baltimore: Penguin Books, 1963.

Hause, Gail. "Divorced Women: How They Fare Financially." Focus on Families. Washington, D.C.: American Home Economics Association Publications, 1977.

Hungerford, Nancy, and Beatrice Paolucci. "The Employed Female Single Parent." Journal of Home Economics, 69 (October, 1977).

Jeffers, Camile. Living Poor. Ann Arbor Publishers, 1967.

Kung, S. W. The Chinese in American Life. Seattle: University of Washington Press, 1962.

Lewis, Oscar. "A Mother and Son in Puerto Rico." Harper's Magazine, (December 1965).

Lewis, Oscar. "Portrait of Gabriel." Harper's Magazine, (January 1966).

Lewis, Oscar. "The Culture of Poverty." Scientific American, 215 (October 1966), 19-25.

Ludwig, Ed, and James Santibanez (eds.) The Chicanos: Mexican American Voices. Maryland: Penguin Books, 1972.

Marshall, Catherine. Christy. New York: Avon Books, 1969.

Mathews, Lillian B. "Improving the Self-Image of the Socially Disabled." Journal of Home Economics, 67 (May 1975).

Metzen, Edward. "No Growth Economy." Journal of Home Economics, 67 (November 1975).

Novak, Michael. The Rise of the Unmeltable Ethnics. New York: Macmillan, 1972.

Rainwater, L., and others. Behind Ghetto Walls: Life in a Federal Slum. Chicago: Aldine Publishing, 1970.

Sailor, Patricia, and Wilma Crumley. "Self-Image: How Do the Poor See Themselves?" Journal of Home Economics, 67 (May 1975).

Sasse, Connie. "The Value Orientation of the Lower Socio-Economic class with some Implications for Teachers," Illinois Teacher, 12 (Winter 1968-69).

Schulz, David A. Coming up Black. Prentice Hall, Inc., A Spectrum Book, 1969.

Scott, Patricia Bell. "Teaching About Black Families Through Black Literature," Journal of Home Economics, 68 (March 1976).

Taylor, Ronald B. Sweatshops in the Sun. Boston: Beacon Press, 1973.

"The Plight of the Migrant Worker," Fresno Bee. Thursday, December 3, 1970.

Thomas, George Roger. Poverty in the Non-Metropolitan South. University of Georgia Press, 1972.

Tuckman, Bruce W. "Psychology of the Culturally Disadvantaged," an unpublished summary of a workshop, July, 1968. Rutgers University, New Brunswick, New Jersey.

United States Department of Agriculture. Low-Income Families in the Spanish Surname Population of the Southwest. Economic Research Service, Economic Report, Number 112. Washington, D.C.: Government Printing Office.

Valentine, Charles A. Culture and Poverty: Critique and Counter Proposal. Chicago: University of Chicago Press, 1970.

Vasquez, Richard. Chicano. New York: Avon Books, 1970.

Williams, Jeanne. "Determinants of the Homemaker's Perception of the Severity of Financial Problems in Disadvantaged Female-Headed Families." Unpublished Doctoral Dissertation. Dept. of Home Economics. University of Illinois, 1976.

Wong, Jade Snow. Fifth Chinese Daughter. New York: Harper and Row, 1950.

Film

"Sometimes We Feel"--A young Indian tells of the proud history of his people and explains how they are now reduced to a life of sorrow, poverty, and neglect on their reservation. Distributed by Barr Productions, Inc.

MODULE PRE/POSTTEST

Student_____

Life Style Characteristics of Economically Depressed Areas

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. What is the basic or central value orientation of each of the following classes:

   a. upper class

   b. upper middle class

   c. lower middle class

   d. working class

   e. lower class

2. Briefly describe the value orientation of the lower class toward the following:

   a. security

   b. education

   c. authority

3. Explain Hyman Rodman's concept the "lower class value stretch."

4. Describe three differences in value orientation between the middle and lower classes.

   a.

   b.

   c.

5. Describe five characteristics of EDA residents.

   a.

   b.

   c.

   d.

   e.

6. What teaching strategies would you use for a class in which the majority of students were from an EDA?

7. Name ten environmental and economic factors that influence EDA residents' life styles.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

8. Name five minority groups, and briefly describe characteristics unique to each.

   a.

   b.

   c.

   d.

   e.

9. Describe the probable effect of the media on low-income life styles.

ANSWER KEY
MODULE PRE/POSTTEST

Life Style Characteristics of
Economically Depressed Areas

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. The basic or central value orientation of the classes.

   a. Gracious living seems to be the basic value of the upper class. Money is taken for granted so that the manner in which it is spent seems to be the important thing, the upholding of traditions and graceful living.

   b. Public behavior and reputation are very important to the upper middle class, with career being the central value orientation. In the majority of cases, at present, the husband's career is the central social peg for the entire family, with the family's behavior having a profound effect on his career.

   c. The primary emphasis of the lower middle class seems to be on the respectability of their jobs and life styles. Home ownership provides stability, along with education and religion.

   d. The basic value orientation of the ordinary working class individual is to get by. As the demands of the labor market shifts, the individual may change jobs often and may easily move from working class to lower class in times of high unemployment. In semi-skilled labor, a new employee may earn almost as much as one who has been on the job ten to twenty years.

   e. Members of the lower class seem to have a feeling of fatalism brought on by their reaction at being at the botton of the social and economic class structure. Feelings of frustration and degradation seem to result in a basic value orientation of apathy and the belief that life is unpatterned and uncontrollable.

   Source: Sasse

2. Value orientation of the lower class toward:

   a. Security--A quest for security is an outgrowth of the constant threat of instability. Since job security is seldom obtained, security is sought through interpersonal relationship patterns. A cohesiveness between relatives and friends is more apparent at this level than in the middle-class structure. This interdependence on friends and relatives allows seeking help from others in time of need with no "loss of face."

b. Education--There are many factors that influence the lower-class individual's value orientation toward education, such as level of education of the individual and expectations of friends and others. There is an inconsistency between expressed value and observed value. However, lack of money and opportunity may be a causal factor in this discrepancy.

Intellectual understanding for its own sake and the pleasures of learning are not encompassed in the desire for an education. Education or additional schooling is sought because of its advantage in securing a higher paying job in most instances.

c. Authority--Lower class individuals tend to shun, fear, and conversely hold in awe the authority figure. Because of this, they would be hesitant to seek help from anyone in an authoritative position.

Source: Sasse

3. Hyman's concept "lower class value stretch":

This term was coined to give a name to the wide discrepancy between the stated values of the lower class and the values indicated by their actions. Their expressed values are those held by the majority culture, and without abandoning these, they "stretch" the values to encompass the realities of lower-class living. The value of success and high attainment is "stretched" in order to feel satisfied with small degrees of success and attainment.

Source: Sasse

4. Differences in value orientation between the lower class and others:

a. Orientation to <u>time</u>. Middle-class individuals tend to be "future oriented" whereas lower-class individuals have been labeled "present oriented." This apparent lack of concern for the future may well be based upon the fact that most of their energies are spent just trying to exist or be "contingent" upon the problems of poverty.

b. Another difference is the concept of <u>health.</u> Little or no money is available for health insurance or preventative medicine. They consider themselves "healthy" as long as they can continue to work. The threat of loss of income due to illness is ever present.

c. Lack of <u>organization</u> is also often prevalent in lower-class individuals. Organization is an important factor in the middle-class structure; however, the lower-class either does not see the need for organization or lacks the resources to organize.

Source: Sasse

5. Characteristics of low-income groups (others may be acceptable to the instructor):

   a. Unable to delay gratification. Being economically deprived often means being hungry, underhoused, underclothed, and in need of medical treatment. Under such adverse circumstances, the concern for the "here and now" is uppermost.

   b. Absence of achievement motivation. This is a characteristic that is produced by conditions of economic and cultural deprivation. There may be an expressed desire for achievement, but the barriers are too great or the intrinsic satisfaction not sufficient to put forth the effort needed to achieve.

   c. Cultural and economic deprivation produces reduced reasoning ability. This does not mean the individual has less intelligence but the potential is less developed than in individuals who have had more ample resources.

   d. Unfavorable attitude toward self. The demeaning circumstances of being culturally and economically deprived produce this unfavorable self attitude.

   e. The absence of "learning to learn" capability. The experiences in the present educational system seems to produce individuals with this characteristic. It tends to systematically reinforce the good student and let the deprived student fall farther and farther behind.

   Source: Tuckman

6. Some suggestions for the teacher to be a more effective teacher of EDA students (any similar suggestions that are acceptable to the instructor):

   a. Continually relate the school experience to the students' real life experience.

   b. Present lessons and assignments that can be done successfully within a short period of time to speed up a feeling of accomplishment.

   c. Teaching at the perceptual level--by the use of as many visual aids as possible--to help the student learn in spite of possible lack of language skills.

   d. Help the student to improve their verbal skills by simply talking to them outside the formal learning situation.

   e. By warm understanding and a personal interest in the student, a teacher can help change attitudes toward self and others.

   f. Develop new ways of presenting materials.

g. Use non-professionals in the learning situation.

h. Use visits and field trips.

i. Use work experience programs.
Source: Tuckman

7. Environmental and economic factors:

a. substandard housing

b. lack of transportation

c. lack of sanitation

d. inadequate shopping facilities

e. insufficient health clinics

f. not enough doctors available

g. poorly financed schools

h. recreational facilities or programs not available or too costly

i. too few job opportunities within the area

j. lack of consumer protection knowledge

k. effect of constraints for receiving welfare upon family structure

8. Minority groups and some characteristics (any that are acceptable to the instructor):

a. Blacks--tend to be matriarchal in family structure with a strong mother-child relationship. It has been estimated that 25 to 40 percent of black families are headed by females. Sometimes this is due to rules governing the distribution of welfare and the low job opportunities for black males.

b. Orientals--strong family ties to the extended family and strong desire to perpetuate cultural traditions and heritage. Also desire to be self sufficient.

c. Chicanos--strong family ties and loyalty to the ethnic group. Wish to preserve cultural heritage.

d. American Indians--extremely strong cultural ties, however, in recent years becoming more receptive to the "white man's ways."

e. Puerto Ricans/Cubans

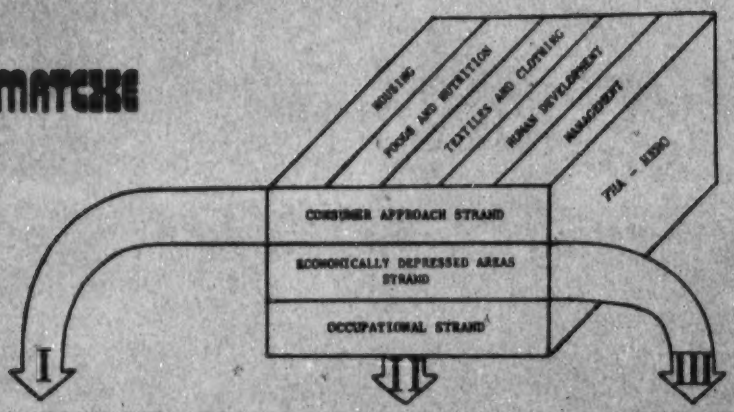
f. Appalachian Whites

g. The elderly--there are over 24 million elderly in the United State. Being on a fixed income, they are more affected by inflation than other groups and a large portion are living at poverty levels. Some are characterized by loneliness; lack of incentive; inadequate housing, and lack of food; inadequate clothing, and transportation.

9. Probable effect of the media on low-income life styles. Answers may include:

Because of lack of transportation, EDA residents tend to remain in their own environmental area and rarely venture forth into more affluent neighborhoods. However, mass media bring a distorted view of middle-class American to their homes. The fact that not all middle-class families live as luxuriously as portrayed by TV matters not. The impression is there. Also, the view of all the luxury items available and the contrast to their substandard housing, clinics, shopping facilities, and so forth, tends to produce an unrest and further dissatisfaction with their situation. Advertising often appeals to the betterment of the self image, which cannot be achieved just by the use of products advertized. However, when living at the poverty level, one reaches out for a little excitement, change of routine, or new experiences. But the mass media have really done a disservice to the EDA resident.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele